

CARVER JUNIOR HIGH

467 South Church Street
Spartanburg, SC 29306

GRADES 7-9 Middle School

ENROLLMENT 648 Students

PRINCIPAL Charles E. Redmond 864-594-4436

SUPERINTENDENT Dr. J. Lynn Batten 864-594-4400

BOARD CHAIR David W. Cecil, II 864-594-4400

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	18	17	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

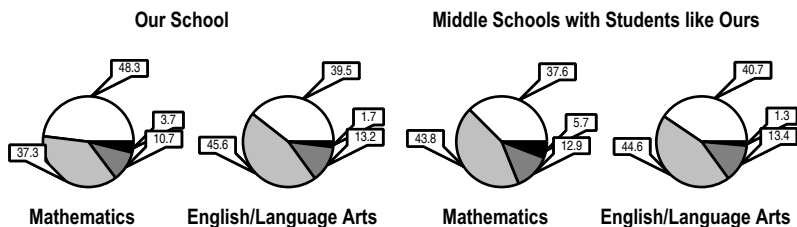
FOR MORE INFORMATION, VISIT WEBSITES AT:




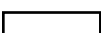
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	40	189	35
Percent satisfied with learning environment	84.6%	60.6%	72.7%
Percent satisfied with social and physical environment	92.3%	67.7%	52.9%
Percent satisfied with home-school relations	56.4%	81.7%	50.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	407	98.0	39.5	45.6	13.2	1.7	14.9	17.6
Gender								
Male	206	98.1	48.0	39.7	10.6	1.7	12.3	17.6
Female	201	98.0	30.6	51.8	15.9	1.8	17.6	17.6
Racial/Ethnic Group								
White	68	97.1	12.3	45.6	36.8	5.3	42.1	17.6
African-American	320	98.1	45.5	44.8	8.7	1.1	9.7	17.6
Asian/Pacific Islander	14	100.0	33.3	58.3	8.3	N/A	8.3	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	334	98.2	31.5	50.3	16.1	2.1	18.2	17.6
Disabled	73	97.3	76.2	23.8	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	407	98.0	39.8	45.3	13.1	1.7	14.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	407	98.0	39.8	45.3	13.1	1.7	14.8	17.6
Socio-Economic Status								
Subsidized meals	295	97.3	47.2	44.3	8.5	N/A	8.5	17.6
Full-pay meals	111	100.0	23.9	47.7	22.9	5.5	28.4	17.6

Mathematics								
All students	407	99.5	48.3	37.3	10.7	3.7	14.4	15.5
Gender								
Male	206	99.5	49.7	36.6	10.4	3.3	13.7	15.5
Female	201	99.5	46.8	38.0	11.1	4.1	15.2	15.5
Racial/Ethnic Group								
White	68	100.0	20.7	43.1	19.0	17.2	36.2	15.5
African-American	320	99.4	54.1	35.9	9.3	0.7	10.0	15.5
Asian/Pacific Islander	14	100.0	41.7	41.7	8.3	8.3	16.7	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	334	99.7	41.2	41.9	12.5	4.5	17.0	15.5
Disabled	73	98.6	80.0	16.9	3.1	N/A	3.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	407	99.5	48.4	37.2	10.6	3.7	14.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	407	99.5	48.4	37.2	10.6	3.7	14.3	15.5
Socio-Economic Status								
Subsidized meals	295	99.7	57.5	33.3	8.3	0.8	9.2	15.5
Full-pay meals	111	99.1	28.4	45.9	15.6	10.1	25.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	184	N/A	34.3	51.7	13.5	0.6	14.0
	Grade 8	183	N/A	44.1	41.2	13.6	1.1	14.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	205	98.5	37.0	44.2	16.6	2.2	18.8
	Grade 8	202	97.5	42.3	47.0	9.5	1.2	10.7

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	184	N/A	50.0	38.2	7.9	3.9	11.8
	Grade 8	183	N/A	57.6	32.8	7.3	2.3	9.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	205	100.0	42.9	38.0	13.0	6.0	19.0
	Grade 8	202	99.0	54.1	36.5	8.2	1.2	9.4

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 648)				
Students enrolled in high school credit courses (grades 7 & 8)	53.0%	Up from 49.6%	11.4%	14.4%
Retention rate	5.6%	Down from 6.8%	3.3%	2.3%
Attendance rate	93.3%	Down from 94.0%	94.8%	95.2%
Eligible for gifted and talented	18.8%	Up from 18.7%	11.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.3%	Down from 16.4%	15.0%	14.1%
Older than usual for grade	6.8%	Up from 6.1%	6.4%	4.9%
Suspended or expelled	0.2%	Down from 4.5%	1.3%	1.3%
Annual dropout rate	0.0%	Down from 0.7%	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	72.7%	Up from 69.6%	42.5%	47.1%
Continuing contract teachers	90.9%	Up from 82.6%	77.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.7%	Down from 83.0%	81.7%	84.3%
Teacher attendance rate	95.6%	Up from 95.2%	94.9%	95.0%
Average teacher salary	\$43,907	Up 1.2%	\$38,682	\$39,924
Prof. development days/teacher	13.4 days	Up from 6.4 days	10.7 days	10.7 days

School				
Principal's years at school	1.0	Down from 4.0	3.0	3.0
Student-teacher ratio	26.3 to 1	Up from 23.8 to 1	20.2 to 1	21.0 to 1
Prime instructional time	86.6%	Down from 88.1%	87.9%	88.9%
Dollars spent per pupil*	\$7,089	Down 9.3%	\$5,913	\$5,854
Percent spent on teacher salaries*	57.9%	Up from 57.6%	62.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 74.4%	94.2%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year at Carver Junior High School was spent with teachers using common planning periods to share effective teaching strategies. Our faculty meetings were used to enhance teacher efficacy by having various teachers model best practice lessons. Several teachers attended conferences during the school year and shared the information at faculty meetings. In May 2003, thirty-three members of our staff spent three days on a retreat in Charleston, SC. Michael Rutherford conducted a very practical and strategic workshop on the "Six Steps to Teacher Efficacy" and "How the Brain Works." At the conference, teachers discussed their practices and identified areas of improvement. Thanks to Ms. Gina Chapman, Carver's faculty will have an abundance of information and experiences to assist students in achieving academic success.

We have embarked upon an exciting journey by opening our doors to parents and the community. Mr. Malcolm McClure and the School Improvement Council have been actively involved in creating an environment that engenders high student achievement and increases the interest of all stakeholders. The first awards ceremony for seventh and eighth graders stimulated optimism among students and exposed many parents to the great potential for academic success at Carver.

As we continue to collaborate with our stakeholders, Carver will become the learning environment that enables all students to reach their greatest potential. The levels of success that some of our students reached this year are strong indicators of what other Wildcats can accomplish. One student scored first in the state of South Carolina in his division of the National French Contest. Ms. Leslie Blue helped him score 78 out of 80 on the test, which also ranked him 3rd in the United States. Mr. Henry Hampton assisted another student in becoming the 1st viola chair of the SC All-State Orchestra, Jr. Division. Mrs. Cyndy Urquhart coached one student into victory as the District's Lt. Governor's Essay Competition Winner.

Our focus at Carver is to help our students become prepared for their futures and live productive lives as citizens who share their success with the next generation of students.

C. E. Redmond, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.